

Incorporating Citizenship into your Member Development Plan

The National and Community Service Act of 1990, as amended, seeks to "renew the ethic of civic responsibility and the spirit of community throughout the United States." In his 2002 State of the Union Address, President Bush expanded this vision by urging Americans to foster a culture of "citizenship, service, and responsibility" by engaging in service to their communities and country. To aid Americans in doing so the President created the USA Freedom Corps, which coordinates voluntary service efforts, both domestically and abroad. The programs of the Corporation for National and Community Service -- AmeriCorps, Senior Corps, and Learn & Serve America -- are proud to be part of this effort.

Civic education deepens the experience of doing service, by connecting it to such fundamental American values as liberty, responsibility, and freedom. It has, therefore, become a priority for all AmeriCorps programs with the 2003 guidance. To make this feasible, the Corporation for National and Community Service (CNCS) is committed to enhancing citizenship training for all AmeriCorps members.

The 2003 AmeriCorps Guidance recommends that applicants incorporate citizenship training into their member development plan in order to provide members with a better understanding of American democracy and the vital role they play in preserving it. This toolkit is designed to help applicants incorporate citizenship into their member development plan based on the Corporation's 2003 citizenship goals and objectives. Applicants should develop citizenship training suitable to their specific program needs, using this toolkit as a resource for expanding the meaning of citizenship and civic engagement among AmeriCorps members. But all such plans should consider including a service project and a discussion of the relevant principles of American democracy that it might illuminate. Some of our founding documents would be very useful and are available to be used for consultation and/or discussion.

A NOTE: These materials are intended to help orient you to the kind of thinking you will have to do to complete the AmeriCorps application. They are intended to be background information and anyone who states that he/she has relied on these materials in writing their application is not guaranteed an award.

Toolkit Design

The toolkit has four main sections.

Section One: CNCS Goals for Citizenship

Section Two: Member Development

Section Three: Citizenship Curriculum

Section Four: Resource Directory

Constitutional Rights Foundation is a Corporation for National and Community Service training and technical assistance provider for citizenship. If you have questions, or need assistance, please contact our staff (Monday-Friday 8:00 a.m. -6:00 p.m. P.T.) at toll-free 1-888-900-1180.

Section One: CNCS Goals for Citizenship

OVERVIEW OF CNCS GOALS FOR CITIZENSHIP

What are the Citizenship Goals for AmeriCorps Members?

The Corporation for National and Community Service has issued guidance for AmeriCorps grantees that sets out a number of goals for programs to consider in developing their own citizenship training program. These training goals are:

- Fostering within members positive attitudes regarding the value of lifelong citizenship and service for the common good;
- Enhancing the ability of members to discuss and explore their community and the people, processes, and institutions that are most effective in improving community conditions;
- Enhancing the ability of members to plan effective service projects that respond to real community needs; and
- Developing the social, cultural and analytical skills necessary to effectively participate in American democracy.

How does the 2003 AmeriCorps Guidance impact my member development plan?

As chief executive officer Leslie Lenkowsky states in his Introduction, "...the 2003 Guidelines clarify the goals of this [civic education] effort, while leaving to the programs themselves considerable flexibility in the methods they use to attain them." Please consider the goals above as a starting point from which you can incorporate civic knowledge, skills, and attitudes into your member development plan. Remember you can always contact CRF for technical support by calling our toll-free number 888-900-1180.

How can I organize the broad theme of citizenship into more manageable themes for training?

To cultivate active and effective citizenship, your training plan should include opportunities for members to enhance and develop their knowledge about citizenship, their citizenship skills, and ultimately their civic attitudes.

Knowledge

The civic education component of the member development plan should include discussions that enhance members' general knowledge of, for example:

- American history and government;
- The history and an understanding of the American tradition of private, voluntary action;
- The rights and responsibilities of citizens; and
- Local and national civic institutions.

Skills

The civic education component of your member development should aim to enhance and/or develop skills such as:

- The ability to translate American principles of democracy into practice;
- The ability to engage effectively in the democratic process;
- The ability to use a variety of methods to critically evaluate public issues and public opinion polls;
- The ability to use various methods to seek out and find information about community issues;
- The ability to negotiate between possibly conflicting rights and responsibilities.

Attitudes

The civic education component of your member development plan would include lessons that enhance or develop:

- Respect for the principles and values that we hold in common;
- Recognition of the responsibilities that accompany rights and freedoms;
- A sense of civic efficacy;
- An appreciation for the significance of freedom and equality.

*** For further information on writing specific civic education training objectives into your program's Member Development plan, please refer to the following section, Member Development Strategies.**

Section Two: Member Development Strategies Section

Now that you have reviewed the CNCS Guidelines for AmeriCorps, and have a good understanding of the goals for citizenship development, you'll want to roll up your sleeves and build some member development objectives. This section provides guidance on the process for incorporating citizenship into your member development objectives. For purposes of illustration, the existing CNCS-developed curriculum *A Guide to Effective Citizenship Through AmeriCorps* was used. Please be aware that you may use any lessons or materials you find that adequately convey civic knowledge, skills and attitudes.

Note: *This section provides two typical AmeriCorps program design scenarios followed by member development objective statements for citizenship, and relevant logic model examples. You should consider these as examples of what you could prepare as they highlight ways to integrate citizenship into your member development plan. Obviously you will include a variety of learning opportunities in your overall member development plan, of which citizenship is one part. These scenarios are adapted from actual AmeriCorps programs.*

Scenario 1

AmeriCorps State School Based Tutoring Project

Service Area: Education

Program Description

Our ten-month program has 30 full-time AmeriCorps members who are placed at six elementary schools in our city. They implement tutoring programs for the students and serve at their sites from Monday through Thursday.

Overall Member Development Strategy

Our members meet once per week, every Friday, from 8:00 am - 5:00 pm for training and meetings. We spend the morning, from 8:00 am - 12:00 pm, in a four-hour member development workshop session. The content of the morning session varies each Friday. For example, members receive training in their service-related area (education, tutoring) to support their service efforts, and/or in CNCS-recommended content areas, like citizenship. In the afternoon, from 1:00pm - 5:00pm, members meet in teams to reflect on the service, the challenges and the lessons learned from the past week and to plan tutoring strategies for the week ahead.

How we incorporate Citizenship Training into our Member Development Plan

We utilize the existing CNCS civic education curriculum, *A Guide to Effective Citizenship Through AmeriCorps*. Our program kicks off in September, but we do not begin to introduce the curriculum until December. At that point, our program manager facilitates two, two-hour modules every week for 5 weeks -- there are ten, two-hour modules in the Guide. The Guide contains a very good service project-planning component that our members use in planning a citywide service-learning project for National Youth Service Day in April 2003.

Citizenship Member Development Goals - Tutoring Program

- 1) Eighty percent of our members will increase their civic knowledge, skills and attitudes as demonstrated by an increase in scores from pre to post tests.
- 2) Eighty percent of our members will be able to use at least five out of ten effective citizenship strategies to plan and implement a service-learning project thereby demonstrating their civic knowledge, skills and attitudes

Steps Toward Achieving Member Development Goals - Tutoring Program

- 1) Provide structured opportunities for thirty full-time AmeriCorps members to learn (or learn more) about citizenship and service, and
- 2) Provide structured opportunities for thirty full-time AmeriCorps members to experience citizenship as it relates to service by applying effective citizenship strategies to plan and implement a service learning project.

Citizenship Performance Measure Logic Model Example - Tutoring Program

Activity

Training sessions with members for four hours each week over a five week period that include planning and implementation of a service project.

(Source: Training agendas and member attendance sign-in sheets)

Output

The number of members completing the five-week training course, including a service project.

Target: 28 out of 30 members will complete the course and service project

(Source: Training completion certification)

Intermediate Outcomes

- 1) Percentage of members demonstrating increased knowledge, skills and attitudes of effective citizenship.

Target: 80 percent

(Source: Pre-Post tests addressing knowledge of citizenship including specific questions assessing: knowledge of the history and principles of democracy, understanding of the American tradition of service and its benefits, and attitudes about civic and political efficacy - e.g. belief in the capacity of individuals to make a difference.)

- 2) Percentage of members demonstrating understanding of effective citizenship in the implementation of a service learning project

Target: 80 percent

(Source: Individual Project Skills Summaries)

End Outcome

Percentage of members demonstrating increased behaviors associated with effective citizenship (e.g. this can include a range of indicators including voting, involvement in volunteer service, membership in organizations and associations, reading newspapers or other media to stay aware of current events and issues affecting communities and

the nation, supporting a cause or organization, contacting public officials or the media to discuss public problems, etc).

Target: 80 percent

(Source: Pre-post and follow up assessments addressing changes in behaviors associated with effective citizenship while in the AmeriCorps program, and possibly in the future.)

Scenario 2

AmeriCorps National Direct Multi-Site Groundwater Stewards Project

Service Area: Environment

Program Description

Twenty members serve as groundwater stewards providing services to 40 counties in our state. Members serve on County teams of groundwater stewards to educate children and adults about effective practices to maintain quality groundwater in their community. Members serve to provide education and technical assistance and administer cost-sharing techniques to fertilizer and pesticide users.

Overall Member Development Strategy

Our members are based at sites throughout the state. Because our project encompasses such a wide geographic area, we meet every quarter for three days instead of every week for one day. During these meetings we provide training in an abundance of program specific, technical areas that are vital to the service our members provide.

How we incorporate Citizenship Training into our Member Development Plan

We utilize the existing CNCS civic education curriculum, *A Guide to Effective Citizenship Through AmeriCorps*. However, we have adapted the *Guide's* ten two-hour citizenship training modules into two, five-hour training sessions. The first five-hour session is conducted during our second quarterly meeting and the second five-hour session is conducted as part of our reflection activity at our last quarterly meeting.

Citizenship Member Development Goal – Groundwater Stewards Project

Our goal is to have at least 80% of our members increase their civic knowledge, skills and attitudes as demonstrated by an increase in scores from pre to post tests.

Citizenship Member Development Objective - Groundwater Stewards Project

Our objective is to train all twenty AmeriCorps members in the 10 strategies of effective citizenship using *A Guide to Effective Citizenship through AmeriCorps*.

Citizenship Performance Measure Logic Model Example - Groundwater Stewards Project

Activity

Training sessions with members for five hours at each of two quarterly meetings.

(Source: Training agendas and member attendance sign-in sheets.)

Output

Number of members completing the training course.

Target: 18 out of 20 members will complete the course

(Source: Training completion certification)

Intermediate Outcome

Percentage of members demonstrating increased knowledge, skills and attitudes of effective citizenship.

Target: 80 percent

(Source: Pre-Post tests addressing knowledge of citizenship including specific questions assessing: knowledge of the history and principles of democracy, understanding of the American tradition of service and its benefits, and attitudes about civic and political efficacy - i.e. belief in the capacity of individuals to make a difference.)

End Outcome

Percentage of members demonstrating increased behaviors associated with effective citizenship (e.g. this can include a range of indicators including voting, involvement in volunteer service, membership in organizations and associations, reading newspapers or other media to stay aware of current events and issues affecting communities and the nation, supporting a cause or organization, contacting public officials or the media to discuss public problems, etc).

Target: 80 percent

(Source: Pre-post and follow up assessments addressing changes in behaviors associated with effective citizenship while in the AmeriCorps program, and possibly in the future.)

Section Three: Citizenship Curriculum

In 2001 CNCS distributed to every AmeriCorps program two different citizenship lesson plans created specifically for AmeriCorps: ***A Facilitator's Guide to By the People*** and ***A Guide to Effective Citizenship Through AmeriCorps***:

A Guide to Effective Citizenship Through AmeriCorps (PDF)

A handbook divided into ten two-hour modules based on four elements essential to active citizenship: knowledge, skills, attitudes, and action. Each module has two sessions: a content session provides activities to help members delve into the knowledge, skills, and attitudes of effective citizenship; an action session that guides members through a service project in their community.

A Facilitator's Guide for By The People (PDF)

The lessons and activities introduce citizenship skills and concepts that AmeriCorps members can apply to their own projects in the field. Follow-up sessions will provide opportunity for reflection and evaluation as members report on how they applied citizenship concepts and skills they learned in the classroom.

Since then, approximately 100 AmeriCorps programs took part in a pilot project where, with their feedback, these training materials will be enhanced to better suit the needs of AmeriCorps members and achieve desired programmatic member development outcomes. For example, the enhanced curriculum will closely align with the 2003 AmeriCorps Guidance and will include the review of historic American documents as a way to teach and discuss democratic principles. A complete list of selected historic American documents may be found in Section Four: Resource Directory. Further, the lesson plans from ***A Facilitator's Guide to By the People*** and ***A Guide to Effective Citizenship Through AmeriCorps*** will be re-organized around **five thematic areas** recommended by CNCS. These five thematic areas (outlined in detail below) are the Rule of Law; Consent of the Governed; Rights and Responsibilities; Equality and Liberty; and Social Capital and Democracy. The intention is to provide lessons for AmeriCorps that encourage us to reflect on who we are as a nation and to consider why service is vital to our communities and to our nation. .

Thematic Areas for Citizenship Lesson Development:

Rule of Law

It is often said that in America, the rule of law is supreme. What does it mean to live in a republic that is ruled not by a small group of people or by one person, but by a body of laws? How does one separate lawmakers from the laws they craft in the people's name? How does one assure that people will adhere to the law even if it is not in their own interest, and what are the consequences to the nation as a whole if the rule of law breaks down? How does one assure that we are ruled by laws that are reasonable, and not just the arbitrary whim of one person or even a group of people? The Declaration and the Constitution are key to discussing the rule of law, as is George Washington's Farewell Address. Look at his reasons for stepping down, well before anyone wanted him to or was ready for him to do so. The following links will take you to existing lesson plans that will help guide you through developing training on this theme:

- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module One: Active Citizenship
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Five: Policy Analysis
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Six: Rights and Freedoms
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Eight: Values in Conflict
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Eight: Development - Empowering People and Communities
- Read Declaration of Independence and The Constitution of the United States

Consent of the Governed

An important principle of American political thought is that citizens cede some of their rights to the state, which then governs in the people's name - that is, by the consent of the governed. How the nation shall be governed is settled by vote. This makes us aware of the primacy and meaning of majority rule. What does it mean to say that our government is of the people, by the people, and for the people (Gettysburg Address)? What is the role of the individual? What guarantees that the majority who rules and decides will guard and protect the rights of the minority? (Think especially about Federalist Papers #10 and #51, as well as the Constitution, in regard to this.) The following links will take you to existing lesson plans that will help guide you through developing training on this theme:

- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module One: Active Citizenship
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Two: Citizen Choices
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Six: Rights and Freedoms
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Seven: Does It Make Sense?
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Six: Analyzing Problems, Planning Solutions
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Seven: Managing Conflict
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Eight: Development - Empowering People and Communities
- Read Federalist Papers #10 and Federalist Papers #51

Rights and Responsibilities

According to the Declaration of Independence, each of us has the inalienable rights of life, liberty, and happiness. Does this mean, for example, that each of us has the right to health care? The following links will take you to existing lesson plans that will help guide you through developing training on this theme:

- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module One: Active Citizenship

- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Five: Policy Analysis
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Six: Rights and Freedoms
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Eight: Values in Conflict
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Three: You and Community - There's History
- Read The Constitution of the United States, the [Gettysburg Address](#) and Lincoln's Second Inaugural Address

Equality and Liberty

These are two of the prime principles of American Democracy. What does equality mean? Is it, for example, another word for "same"? Do our founding documents promise "equality of opportunity" (that is, everyone is equal before the law) or "equality of results" (that is, everyone should achieve roughly equal results)? Is there any tension between liberty and equality? (i.e., are equality and liberty always compatible? Under what circumstances might they be in tension with one another, and if they are, which becomes more important? The following links will take you to existing lesson plans that will help guide you through developing training on this theme:

- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Three: Opinion Polling
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Four: Conducting a News Search
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Eight: Values in Conflict
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Ten: Differing Perspectives
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session One: Citizenship and You
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Four: Valuing Differences
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Seven: Managing Conflict
- Read Frederick Douglass, "What to the Slave is the Fourth of July?" and [Martin Luther King, "Letter From a Birmingham Jail"](#)

Social Capital and Democracy

What institutions are needed to create a healthy democratic life? Can social capital be fostered by each pursuing his or her own individual goals, or must there be common action and beliefs? What happens when the community and individual disagree? What institutions are necessary to build common purpose and express authority and, as the Constitution says, "promote the general welfare"? What role do legitimate authorities (for example, law enforcement, elected officials, the courts, and even institutions such as schools, churches, and community groups) play in building social capital and setting

the balance between liberty and responsibility for individual Americans? What is the role of educational, religious, and community institutions in promoting the general welfare? The following links will take you to existing lesson plans that will help guide you through developing training on this theme:

- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module One: [Active Citizenship](#)
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Three: [Opinion Polling](#)
- A GUIDE TO EFFECTIVE CITIZENSHIP THROUGH AMERICORPS Module Nine: [Getting Involved](#)
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session One: [Citizenship and You](#)
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Three: [You and Community - There's History](#)
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Five: [Service as a Profession - Is It For You?](#)
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Eight: [Development - Empowering People and Communities](#)
- A FACILITATOR'S GUIDE FOR BY THE PEOPLE Session Ten: [Creating Your Citizenship Action Plan](#)
- Read [Washington Farewell Address](#) and [Alexis de Tocqueville, "Democracy in America, Volume One"](#)

This toolkit, and the materials noted here are only examples of what one could use in incorporating citizenship into member development objectives. AmeriCorps programs are encouraged to make use of whatever materials they find best meet the needs of their program and their members. Programs may utilize the cited materials in their training program or use them as a reference point for current schools of thought in the field of citizenship education.

Section Four: Resource Directory

This section is a Resource Directory that provides access to citizenship lessons, theories, sample projects and additional technical support.

The information below was organized in an effort to provide you with greater resources in developing your own citizenship training program. Below you will find links to existing curriculum, lesson plans, programs and research available and a variety of other links.

Curriculum and Lessons

Citizenship Lessons related to six historic American documents:

- [Declaration of Independence](#)
- [Constitution of the United States](#)
- [Federalist Papers #10, and #51](#)
- [Washington's Farewell Address](#)
- [Lincoln's Second Inaugural Address](#)
- [Gettysburg Address](#)

Other Citizenship Lessons:

- [NSRC Civic Library](#)
- [Citizenship Curriculum for National Service Programs](#)
- [Lesson Plans related to Historic American Documents](#)

Historic Documents

- [Historic American Documents](#)
- [Historic American Documents \(Online Libraries\)](#)
- [Recommended Documents](#)
- [Lesson Plans related to Historic American Documents](#)

Readings and Research

- [Assessment/Evaluation](#)
- [Organizations Related to Civic Education](#)
- [Research](#)
- [Suggested Readings and Bibliographies](#)
- [Training Support](#)